

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Barcelona Middle School

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

Alhambra Elementary District
6530 N. 44th Avenue, Glendale, AZ 85301-4298

Principal: Mr. Carter Davidson

Schedule: 8:25 AM to 3:30 PM

Web Address: www.alhambra.k12.az.us

E-mail: cdavidson@alhambra.k12.az.us

Grades: 4-8

2002 Enrollment: 893

Phone: (623) 842-8616

Fax: (623) 842-1384

∨ School Overview ∨

Mission

The mission of Barcelona Middle School is to provide a quality learning environment for students. Within this environment, academic achievement is by far the most important focus of the school. The teaching staff maintains those research-based instructional strategies that promote student achievement. Academic achievement only happens in an orderly environment. Classrooms should be places where learning is valued, exciting and fun, but the classroom environment should be free of disruption.

Organization and Philosophy

- w Self-contained Classrooms
- w Departmentalized Classrooms
- w Community Centered
- w Child Centered

School/Academic Goals

- w To improve student reading achievement in grades 4-8 as measured by state and district assessments.
- w To improve language arts and mathematics achievement as measured by state and district assessment.
- w To use technology as a support to the teaching process.
- w To provide for growth in the area of cultural diversity/multicultural education.

Instructional Programs

- w Academic Achievement Assemblies
- w Honors Language and Literature
- w On-site Special Education
- w Computer Lab
- w Pre-Algebra/Algebra
- w Science Lab
- w Self-contained Gifted Program
- w Study Skills Program

Enrollment

October 1, 2001 School Year Student Enrollment:	916
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	168

¹ For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

² Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

∨ **School Site Council** ∨

Council Composition

- 1 School Administrator(s)
- 3 Non-certified Employee(s)
- 7 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- w Parent/Educator Relations
- w School Safety Issues
- w Community Activities
- w Extracurricular Activities
- w Student/Parent Handbook

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	52.00
Other Professional Staff	11.00	Teacher Aide	15.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	9	1	0	1
4 to 6 years	9	3	0	3
7 to 9 years	0	2	0	0
10 or more years	9	14	2	13

∨ **Shared Responsibilities** ∨

School

Basic to the school's responsibility to parents is the belief that each student can learn. In order to facilitate learning and fulfill their responsibility, Barcelona Middle School staff focus on preparation for teaching; on providing an environment conducive to learning; on enforcing rules fairly and consistently; and on providing meaningful and appropriate homework assignments. Further responsibilities include respecting each child and family, and involving parents in the school.

Parents

Barcelona MS utilizes a Parent-Student-Teacher Contract that outlines parent and student responsibilities. Parent responsibilities include seeing that the child attends school regularly and on time; providing a home environment that encourages learning; communicating regularly with teachers; encouraging reading at home; talking with their child about daily school activities; supporting the school in developing positive behaviors; volunteering time at school and attending school programs.

∨ **Transportation Policy** ∨

The board authorizes regular school bus transportation to and from school for special education students whose handicapping conditions require transportation as indicated in their respective IEPs; students living within 1 mile of the school where hazardous or difficult routes exist; students who live 1 mile from school. Regular school bus transportation is provided within these boundaries: Students living south of Bethany Home Rd, west of 43rd Ave. to Grand Ave., north of Grand to 43rd & Grand.

∨ Calendar Information ∨

Number of Instruction Days:	179	First Day of School:	8/19/02
Average Daily Instruction Time:	6 hrs. 0 min.	Last Day of School:	5/29/03

Operates on Traditional Schedule

Report Card Release Dates

10/30/02	1/25/03	4/2/03	5/28/03
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Additional Calendar/Report Card Information

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - Yes Lunch - Yes Summer Food - Yes

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Computer Labs	W Self-contained Gifted
W Parent Volunteer Room	W Multipurpose Room

Extracurricular Activities

W Honor Band	W Student Council
W National Junior Honor Society	W Honor Choir 7-8
W Honor Chorus 4-6	W Art Club
W Intramurals	

School/Community Resources

W Afterschool Program	W Crisis Intervention
W Clothing/Food Banks	W Counseling Services
W Recreational Activities	

∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

- | | |
|--|---|
| <p>W Glendale Parks and Rec./GRASP is a drop-in after school program providing students with opportunities for sporting activities, homework assistance, and exploration of the performing arts.</p> | <p>W Mathematics instruction is being double-dosed in all 4-6 classrooms so students receive additional math instruction. In addition, seventh and eighth graders are offered pre-algebra and algebra.</p> |
| <p>W The McGraw-Hill Literature program is utilized in grades four and five and the McDougal-Littel Literature program in grades six through eight. Honors Literature and Language is offered in grades seven and eight.</p> | <p>W Elect to Learn Reading and Math-7th/8th grade - are electives providing Junior High students the opportunity to show mastery of the basic facts as they prepare for the transition to high school.</p> |

Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	93.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	17.4 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	2.3 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	16.2 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	99.7 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.3 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	NA			9.5 %
Status Unknown ⁹	NA			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

∨ School Honors ∨

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Character Education Foundation Mini-Grant	2002
Cox Cable Diversity Grant	2002
Camp Fire Outstanding Self-Reliance School	2001
Excellence in Education Award	2001

∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

		Number Tested	MS	FFB	A	M	E
Grade 5	Reading	School 131	495	36%	22%	34%	8%
	State	61305	505	21%	20%	43%	15%
Writing	School	119	498	26%	23%	39%	12%
	State	59599	512	17%	26%	42%	16%
Mathematics	School	130	473	23%	39%	15%	22%
	State	61760	494	14%	40%	12%	34%

Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard

Grade 8

Reading	School	117	494	36%	20%	31%	14%
	State	57484	504	24%	20%	40%	16%
Writing	School	102	479	23%	45%	32%	0%
	State	55420	493	15%	42%	41%	2%
Mathematics	School	116	427	67%	25%	4%	3%
	State	57734	459	39%	40%	14%	7%

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
4	Reading	100	54	53	100	54	54	82	49	54	81	48	55	62	43	55
	Language	100	47	47	100	53	49	79	52	48	82	45	50	64	45	50
	Mathematics	100	55	51	100	63	54	82	60	55	82	52	57	63	55	58
5	Reading	89	65	51	100	59	51	88	47	51	77	47	51	71	49	53
	Language	88	63	42	100	59	44	93	46	45	79	48	45	71	51	47
	Mathematics	85	78	51	100	68	54	92	54	55	76	56	57	70	58	59
6	Reading	92	54	53	100	54	54	92	55	53	75	44	54	75	47	56
	Language	96	42	41	100	56	44	97	49	44	76	42	45	75	41	47
	Mathematics	90	69	57	100	66	59	95	61	60	76	61	63	76	57	65
7	Reading	95	49	52	100	55	53	86	53	52	77	50	53	69	47	55
	Language	98	49	52	100	52	54	90	64	54	78	58	55	70	57	58
	Mathematics	99	50	53	100	60	55	90	52	56	76	49	58	65	56	60
8	Reading	96	56	54	100	51	54	83	52	53	72	56	55	77	54	56
	Language	96	49	46	100	42	49	92	51	49	72	57	50	78	52	52
	Mathematics	94	51	52	100	51	54	86	56	56	71	46	58	75	49	59

∨ Measure of Academic Progress ∨

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only.

	Reading	Math
	Percentage of Students Achieving One Year's Growth	Percentage of Students Achieving One Year's Growth
Grades 3-4	62	78
Grades 4-5	57	64
Grades 5-6	73	85
Grades 6-7	68	71
Grades 7-8	73	73

*Less than 10 students matched

**No information available

***Not applicable

∨ School Safety ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

School-level Efforts to Ensure a Safe and Healthy Learning Environment

The Fred Jones Positive Classroom Management Program is used to establish firm and consistent expectations and limits for behavior. Three additional programs promote cooperation and a violence-free environment. They are Character Counts!, Bobcat Management System and Principal Passes. The campus is secured during the day, allowing visitors to enter campus only through the office. The School Resource Officer checks the gates and is available for student concerns regarding safety.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

5

School uniforms are not required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,652	\$2,295,587
Classroom Supplies	\$55	\$47,628
Administration	\$347	\$300,736
Support Services-Students	\$129	\$111,647
Other Support Services and Operations	\$441	\$381,649
Total Expenditures- All Categories 2000-2001	\$3,625	\$3,137,247

Total Expenditures may not be exact because of rounding.
Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).
(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Carter Davidson	(623) 842-8616	
Transportation Policy	Chuck Fehr	(602) 336-2942	
Community Resources	Linda Jeffries	(602) 336-2926	
School Nutrition Programs	Donna Campbell	(602) 336-2985	
Parent Organization	Margaret Gorslin	(623) 842-8616	
Student Health/Nurse	Lucy Camacho	(623) 842-8616	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

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